

## Cades Hebron Elementary

3783 Green Road  
Cades, SC 29518

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	299 Students	
<b>Principal</b>	Levi Keith II	843-389-3386
<b>Superintendent</b>	Ralph C. Fennell, Jr.	843-355-5571
<b>Board Chair</b>	Mrs. Barbara McKenzie	843-382-3980

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

### ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	26	82	35

### IMPROVEMENT RATING

BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Good	Below Average	Yes
<b>2005</b>	Average	Unsatisfactory	Yes
<b>2006</b>	Below Average	Below Average	Yes

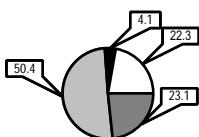
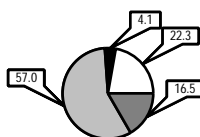
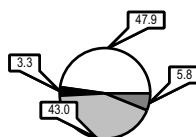
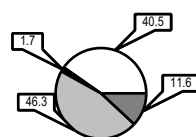
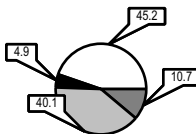
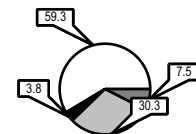
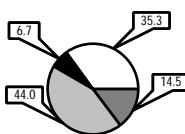
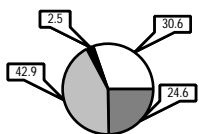
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

93.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	142	99.3	21.3	48.8	22.0	7.9	41.7	Yes	Yes
<b>Gender</b>									
Male	73	98.6	19.0	55.6	15.9	9.5	38.1	N/A	N/A
Female	69	100.0	23.4	42.2	28.1	6.3	45.3	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	50	100.0	15.2	54.3	26.1	4.3	45.7	Yes	Yes
African American	88	98.9	24.1	45.6	20.3	10.1	40.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	104	100.0	15.8	52.6	26.3	5.3	46.3	N/A	N/A
Disabled	38	97.4	37.5	37.5	9.4	15.6	28.1	I/S	I/S
<b>Migrant Status</b>									
Migrant	3	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	139	99.3	21.3	48.8	22.0	7.9	41.7	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	138	99.3	21.4	48.4	22.2	7.9	42.1	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	125	99.2	24.3	46.8	19.8	9.0	38.7	Yes	Yes
Full-pay meals	17	100.0	0.0	62.5	37.5	0.0	62.5	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	142	99.3	21.3	54.3	16.5	7.9	39.4	Yes	Yes
<b>Gender</b>									
Male	73	98.6	19.0	55.6	15.9	9.5	36.5	N/A	N/A
Female	69	100.0	23.4	53.1	17.2	6.3	42.2	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	50	100.0	23.9	50.0	19.6	6.5	39.1	Yes	Yes
African American	88	98.9	19.0	57.0	15.2	8.9	40.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	104	100.0	14.7	61.1	18.9	5.3	44.2	N/A	N/A
Disabled	38	97.4	40.6	34.4	9.4	15.6	25.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	3	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	139	99.3	21.3	54.3	16.5	7.9	39.4	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	138	99.3	21.4	54.0	16.7	7.9	39.7	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	125	99.2	23.4	52.3	16.2	8.1	39.6	Yes	Yes
Full-pay meals	17	100.0	6.3	68.8	18.8	6.3	37.5	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	142	99.3	45.7	43.3	7.1	3.9	11.0
<b>Gender</b>							
Male	73	98.6	39.7	47.6	9.5	3.2	12.7
Female	69	100.0	51.6	39.1	4.7	4.7	9.4
<b>Racial/Ethnic Group</b>							
White	50	100.0	37.0	47.8	8.7	6.5	15.2
African American	88	98.9	49.4	41.8	6.3	2.5	8.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	104	100.0	41.1	48.4	7.4	3.2	10.5
Disabled	38	97.4	59.4	28.1	6.3	6.3	12.5
<b>Migrant Status</b>							
Migrant	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	139	99.3	45.7	43.3	7.1	3.9	11.0
<b>English Proficiency</b>							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	138	99.3	45.2	43.7	7.1	4.0	11.1
<b>Socio-Economic Status</b>							
Subsidized meals	125	99.2	46.8	41.4	7.2	4.5	11.7
Full-pay meals	17	100.0	37.5	56.3	6.3	0.0	6.3

<b>Social Studies</b>							
All Students	142	99.3	38.6	44.1	11.0	6.3	17.3
<b>Gender</b>							
Male	73	98.6	36.5	39.7	14.3	9.5	23.8
Female	69	100.0	40.6	48.4	7.8	3.1	10.9
<b>Racial/Ethnic Group</b>							
White	50	100.0	30.4	47.8	19.6	2.2	21.7
African American	88	98.9	41.8	43.0	6.3	8.9	15.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	104	100.0	30.5	55.8	11.6	2.1	13.7
Disabled	38	97.4	62.5	9.4	9.4	18.8	28.1
<b>Migrant Status</b>							
Migrant	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	139	99.3	38.6	44.1	11.0	6.3	17.3
<b>English Proficiency</b>							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	138	99.3	38.1	44.4	11.1	6.3	17.5
<b>Socio-Economic Status</b>							
Subsidized meals	125	99.2	41.4	40.5	10.8	7.2	18.0
Full-pay meals	17	100.0	18.8	68.8	12.5	0.0	12.5

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	28	96.4	16.7	41.7	41.7	0.0	41.7
	4	44	95.5	23.7	52.6	23.7	0.0	23.7
	5	36	100.0	14.3	57.1	28.6	0.0	28.6
	6	32	100.0	32.0	40.0	28.0	0.0	28.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	31	100.0	10.7	35.7	35.7	17.9	53.6
	4	28	96.4	25.0	54.2	16.7	4.2	20.8
	5	42	100.0	27.0	54.1	16.2	2.7	18.9
	6	41	100.0	21.1	50.0	21.1	7.9	28.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	28	100.0	28.0	52.0	20.0	0.0	20.0
	4	44	100.0	20.5	53.8	25.6	0.0	25.6
	5	36	100.0	22.9	54.3	14.3	8.6	22.9
	6	32	100.0	20.0	48.0	20.0	12.0	32.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	31	100.0	3.6	60.7	21.4	14.3	35.7
	4	28	96.4	25.0	54.2	16.7	4.2	20.8
	5	42	100.0	35.1	48.6	13.5	2.7	16.2
	6	41	100.0	18.4	55.3	15.8	10.5	26.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	28	100.0	56.0	36.0	8.0	0.0	8.0
	4	44	100.0	41.0	53.8	2.6	2.6	5.1
	5	36	100.0	54.3	37.1	2.9	5.7	8.6
	6	32	100.0	52.0	28.0	20.0	0.0	20.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	31	100.0	46.4	46.4	0.0	7.1	7.1
	4	28	96.4	37.5	58.3	4.2	0.0	4.2
	5	42	100.0	51.4	37.8	8.1	2.7	10.8
	6	41	100.0	44.7	36.8	13.2	5.3	18.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	28	100.0	44.0	52.0	4.0	0.0	4.0
	4	44	100.0	30.8	69.2	0.0	0.0	0.0
	5	36	100.0	45.7	45.7	5.7	2.9	8.6
	6	32	100.0	64.0	32.0	4.0	0.0	4.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	31	100.0	17.9	60.7	7.1	14.3	21.4
	4	28	96.4	33.3	33.3	25.0	8.3	33.3
	5	42	100.0	48.6	40.5	10.8	0.0	10.8
	6	41	100.0	47.4	42.1	5.3	5.3	10.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 299)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	5.9%	Up from 2.6%	3.9%	2.8%
Attendance rate	96.4%	Up from 96.2%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 7.3%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 7.9%	0.0%	0.0%
Eligible for gifted and talented	4.1%	Up from 4.0%	4.1%	10.4%
On academic plans	23.6%	N/AV	47.1%	33.6%
On academic probation	0.0%	N/AV	2.2%	1.0%
With disabilities other than speech	14.5%	Down from 15.9%	7.2%	7.5%
Older than usual for grade	0.4%	Down from 1.6%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.4%	0.0%	0.0%
<b>Teachers (n= 19)</b>				
Teachers with advanced degrees	57.9%	Up from 50.0%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	8.2%	N/A	4.7%	2.4%
Teachers with emergency or provisional certificates	18.8%	Up from 12.5%	2.5%	0.0%
Teachers returning from previous year	81.7%	Up from 76.1%	84.5%	87.3%
Teacher attendance rate	93.3%	Down from 95.4%	94.6%	94.9%
Average teacher salary	\$42,054	Up 1.0%	\$41,427	\$42,485
Prof. development days/teacher	7.0 days	Down from 17.6 days	14.1 days	13.3 days
<b>School</b>				
Principal's years at school	14.0	Up from 13.0	4.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Up from 18.8 to 1	16.5 to 1	18.6 to 1
Prime instructional time	88.7%	Down from 91.2%	88.5%	89.7%
Dollars spent per pupil*	\$6,644	Down 6.5%	\$7,488	\$6,557
Percent of expenditures for teacher salaries*	74.8%	Up from 63.9%	61.3%	64.0%
Percent of expenditures for instruction*	67.7%		68.0%	69.1%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	22.7%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

At Cades Hebron Elementary, we are committed to reaching our motto, a place where Children Have Excellent Success. Our School Improvement Council, faculty and staff work diligently to foster a positive learning environment for our students and to prepare our children for the future.

CHES is committed to providing students with opportunities in an excellent, positive learning environment. Students use technology on a daily basis for enhancing reading and math standards. Teachers use the computer-generated reports to target individual strengths and weaknesses. Staff members were provided opportunities to improve instruction and assessment in the classroom through school-wide staff development of Maintaining Teacher Effectiveness. The training provided staff development on teaching and using skills through a high level of participation.

To aid in improving students' academic achievement within the school year, teachers used information provided from the benchmark tests. After the initial assessment, teachers had individual conferences with students on their strengths and areas of concern. The students set mathematics, reading, science, and social studies goals and listed strategies that would help them achieve their goals. Teachers and students monitored the goals and strategies after each benchmark assessment throughout the year.

Cades Hebron Elementary is also working to prepare confident, competent, and responsible individuals. Character education is integrated into daily classroom activities to ensure that students are demonstrating respect for self and others, taking responsibility for their actions, and following established rules. Our school and community continued their long-standing tradition of assisting others through our service-learning projects.

Our after-school program allowed us to further meet the academic, social, and physical needs of all children. The support of our parents and community members helps ensure that these needs are met. Our staff, PTO, and School Improvement Council continue to work together in a positive, safe, and caring environment. Our goal is to provide students with the necessary skills to provide a base for all students to become lifelong learners and productive members of society.

Levetta Gamble, School Improvement Council Chair  
Mary Thames, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	21	32	26
Percent satisfied with learning environment	65.0%	100.0%	92.3%
Percent satisfied with social and physical environment	85.0%	90.6%	88.5%
Percent satisfied with school-home relations	80.0%	100.0%	84.6%

\*Only students at the highest elementary school grade level at this school and their parents were included.